**Elementary Professional Development**

October 14, 2013

* Revising the agenda for the day from a report card only focus to a focus on teacher needs
* Decisions to make & non-negotiables\*
  + Teaching to PA Core Standards (July 1, 2013)\*
    - CCSS adopted by PA 2010
    - Legislation HB 1551
    - Currently tied to Keystone exams and the 3 – 8 State exams (2015)
    - Teacher evaluation tied to scores
  + Response to Instruction & Intervention (RtII)\*
  + Reading Workshop
  + Words Their Way/Spelling/Vocabulary
  + Report cards
* What is most important?
  + An essential need to focus on academics by way of research-based best strategies.
  + Students are coming to middle and high school unable to read. Currently, several students at the high school are reading on first and third grade levels.
  + Districts in our area with similar demographics are out-scoring us on the state assessment.
  + Transition to PA Core Standards is needed now regardless of the approach. Our students will be assessed on these standards in less than two years.
* Provide summary of data collected from teacher emails (positives/negatives/suggestions)
* Ask staff to contribute additional items where necessary (\*See Gathering Feedback Document)
* Set ground rules for discussion
  + Participate to the fullest of your ability. Community growth depends on the inclusion of every voice.
  + Listen when others are talking without interrupting.
  + Speak from your own experience instead of generalizing. Be specific. Give examples of your experiences.
  + Challenge one another respectfully. Focus on ideas and solutions.
  + Are there other ground rules you would like to establish?
* Get into groups to discuss. Be prepared to report your decisions back to the whole group.
* Build a plan
  + How will you report student progress for marking period number one?
  + What approach will you take for the remainder of the year?
  + What is your plan for continued growth and improvement of student learning? Formulate a plan.
  + \*\*See Grade-Level Planning document